

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Teaching, Learning and Instructional Leadership

**2009-10
DISTRICT
CONSOLIDATED APPLICATION (PART I)**

For

**TITLE I, PART A
Elementary and Secondary Education Act (ESEA)
Federal Grants**

20 U.S.C. § 6301 et seq.

- **Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies (Title I Regular)**
- **Title I, Part A – American Recovery and Reinvestment Act (ARRA) Funds for Grants to Local Educational Agencies (Title I ARRA)**

The Consolidated Application (Part I) is due no later than 4 p.m. on Tuesday, June 16, 2009. Applications from districts eligible for Title I ARRA funds will receive priority review. Grants will be awarded on a rolling approval basis. One original and a copy are to be mailed or delivered to the following addresses:

Mailing Address:

Carla Ghostlaw – Room 215
Connecticut State Department of Education
Bureau of Curriculum and Instruction
P.O. Box 2219
Hartford, CT 06145

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Connecticut State Department of Education
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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**2009-10
DISTRICT
CONSOLIDATED APPLICATION (PART I)**

For

**TITLE I, PART A
ESEA Federal Grants**

		Check if Applying
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies (Title I Regular)	✓
Title I, Part A	ARRA Funds for Grants to Local Educational Agencies (Title I ARRA)	✓

Name of Applicant District:	Manchester Public Schools	
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Name of Superintendent (typed):	Kathleen M. Ouellette, Ed.D.	
Signature of Superintendent:		Date: June , 2009

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INTRODUCTION

The American Recovery and Reinvestment Act of 2009 (ARRA) provides significant funding for education, which creates an unprecedented opportunity for educators to implement innovative strategies in Title I schools that improve education for at-risk students and close the achievement gaps. The overall goals of ARRA are to stimulate the economy in the short term and invest in education and other essential public services to ensure long-term economic health. In this regard, there are an additional \$10 billion in ARRA funds for Title I, Part A grants to local educational agencies in order to help improve teaching and learning for students most at risk of failing to meet state academic achievement standards. These funds are in addition to the Title I regular Congressional appropriation of \$14.5 billion for school year 2009-10.

Eligibility for Title I ARRA Funds

This application for Title I, Part A funds includes both Title I Regular funds and additional Title I ARRA funds for districts that qualify. Not all districts eligible for Title I Regular funds are eligible to receive Title I ARRA funds. The eligibility for Title I ARRA funds is largely based on federal Census poverty data in the formula the U.S. Department of Education (USDE) uses to allocate Title I Regular funds. The intent of Congress was to send additional Title I funds to higher poverty districts.

ARRA Reporting Requirements

Because of the large ARRA investment, there are rigorous reporting requirements with regard to Title I ARRA funds that do not apply to Title I Regular funds. The use of Title I ARRA funds must be accounted for, and reported on separately from a district's Title I Regular funds. Districts must maintain accurate, complete and reliable documentation of all Title I ARRA expenditures. Information on the fiscal and programmatic use of ARRA funds will be made public on www.recovery.gov and www.recovery.ct.gov. Quarterly reports will be required, and federal reporting guidance is forthcoming.

In addition, each district that receives Title I ARRA funds must file with the Connecticut State Department of Education (CSDE), no later than December 1, 2009, a school-by-school listing of its per pupil educational expenditures from state and local sources during the 2008-09 school year. The USDE is expected to issue guidance in the near future regarding this reporting requirement.

There will also be unprecedented audit oversight of Title I ARRA funds from multiple federal and state agencies and offices.

Title I Requirements

It is important to note that all Title I, Part A statutory and regulatory requirements apply to Title I ARRA funds.

Title I funds are to be used to supplement, not supplant non-federal funds. Federal guidance documents on the supplement, not supplant requirement can be found at:

- <http://www.ed.gov/policy/gen/leg/recovery/guidance/title-i.pdf>
- <http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>

Title I Application Process

This single application for Title I Regular funds and Title I ARRA funds is considered Part I of the Consolidated Application. Part II of the Consolidated Application will be released later in the summer and will contain Title II, Part A Teacher Quality, Title III English Language Acquisition and Title IV Safe and Drug Free Schools grants. There will be a separate application process for Title II, Part D Educational Technology grants.

Because of the transparency and reporting requirements for the use of Title I ARRA funds, districts eligible for both Title I Regular funds and Title I ARRA funds must complete separate budgets and budget narratives within the application. Budget narratives should provide sufficient details to clearly describe the use of funds. Program narratives should be completed to only reflect activities that will be funded with Title I Regular or Title I ARRA funds. The clarity provided in the program and budget narratives will assist districts in meeting the reporting responsibilities.

Except for the separate budgets and budget narratives required for districts eligible to receive both Title I Regular and Title I ARRA funds, all other forms in the application should be completed with the amount of a district's total Title I allocation. All required set-asides should also be based on a district's total Title I allocation.

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title I, Part A funds (Title I Regular and Title I ARRA) are to be used to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

Use of Title I ARRA Funds

Title I ARRA funds are to be used specifically to improve student achievement through school improvement and reform. ARRA requires that progress be made:

- on improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and
- in the provision of intensive support and effective interventions for the lowest-performing schools.

Congress, furthermore, has encouraged the use of Title I ARRA funds for early childhood programs.

The CSDE recommends four priority categories for the use of Title I ARRA funds:

- expanded learning time;
- professional development/technical assistance;
- increased capacity; and
- direct services to students and parents.

State Board of Education Goals

The expenditure of Title I funds should be aligned with the three Connecticut State Board of Education goals:

- high-quality preschool education for all students;
- high academic achievement for all students in reading, writing, mathematics, and science; and
- high school reform, so all students graduate and are prepared for lifelong learning and careers in a competitive, global economy.

Program Narrative

Provide a program narrative that clearly describes the use of Title I Regular and Title I ARRA funds, if applicable. The program narrative should only reflect the expenditure of Title I funds.

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title I Program Narrative (Title I Regular and Title I ARRA, if applicable)

Overview

Manchester Public Schools' goal is to ensure that all students are reading at or above grade level. Those students identified as not reaching that goal will receive remediation and intensive intervention as part of regular instruction that will significantly accelerate their academic progress. As a result of this early and diagnostic, targeted intervention for reading instruction, fewer students will need referrals for special education services, and there will be fewer individual reading plans needed for students in grades 1 through 3 and progressive years. Additionally, Manchester is addressing dramatic educational needs of English Language Learners (ELL). At this point, there are 100 new ELL students entered in the kindergarten level. Our goals for these students are the same as is for all of our students.

In order to support the intensive reading intervention activities for all of our students, this grant will fund instructional and other literacy support staff, as well as other activities as listed below. ARRA funding (stimulus funds) will be used to support; English Language Learners (ELL) PK, K-5, and supplement our literacy, technology/science education efforts. Furthermore, ARRA funds will be used to supplement Nathan Hale Title I school with an intermediate teacher for high need students, security officer and paraprofessionals to bring the schools to match the quality of the other Title I schools within the district. An additional position will be added for programming development to design programs for disadvantaged students, as a support for literacy and specialized instruction. This position will supplement existing programs according to the needs addressed in our new SRBI Plan (Scientifically Research Based Intervention) and to provide support services for DSAC (district in need of improvement plan) and program development for students. Furthermore, it should be mentioned that the LEA will support the transportation and any costs acquired for necessary SES (Supplemental Services) should the Title I Schools not make AYP.

Professional Development

Professional development opportunities, designed to increase understanding of appropriate literacy instruction, will be provided for teachers, administrators and tutors. Topics center on the improvement of reading comprehension. Research-based evidence relative to the importance of integrating reading and writing into all content areas will be stressed in our K-12 programming. Our staff uses the "Walk Through" method as a part of our teacher evaluation plan, organized around *The Principles of Learning* (Resnick, University of Pittsburgh, 1998), to maintain a learning environment that supports both beginning and tenured teachers to foster rigorous student learning.

Additionally, Manchester will continue to stress ongoing improvement and support for all K-3 teachers with a focus on early literacy. This approach is coordinated with our extensive Head Start Program. The model for appropriate early reading instruction has been based on the *Connecticut Blueprint for Reading Achievement*. Our training helps staff ensure that Manchester's reading instruction meets individual differences and needs. All professional development activities will continue to reflect the district's improvement planning effort filed with the State Department of Education and focuses administrators', teachers', and tutors' attention on the state frameworks/standards reflected within our newly written language arts and English curricula.

Our staff has been trained in data driven decision making techniques. Manchester will continue to emphasize this using data to drive instruction in the classroom. This approach has helped us adjust instruction to meet the needs of students within the subgroups. Through this approach, our district has made AYP (adequate yearly progress) in 2008. Professional growth programming will be delivered in specialized programs and job-embedded models whenever it is practical to do so. Peer coaching is encouraged and supported at all levels. Data has become a part of our manner of business in Manchester. Moreover, the positions identified in this grant have been designed to help students through creating professional development for teachers. To improve student achievement one needs to improve the quality of teaching.

Reading Intervention

School-based Language Arts Consultants/Reading Consultants across grades work with principals, teachers, facilitators and tutors to determine which students need intervention programs. The additional stimulus funded Literacy Trainer will assist in addressing these extensive needs identified by the CMT results. English Language Learner (ELL) teachers at the PK levels will assist with oral/written language development support by stimulus funding to give a leg up on early literacy for our ELL students. Furthermore, an ELL teacher will assist with student literacy by working directly with students and teaching staff at Title I schools to improve programming for our fastest growing bi-cultural/bilingual population. The material circulation and duplication of connecting teaching items will be supported through the ESEA trainer support funding in the regular Title I grant.

Flexible instructional grouping, independent learning activities, literacy dialogues, and reading across the content area activities are planned and practiced strategies. At the high school level, students will participate in activities focused on literacy within their content area objectives. **The student programming development specialist will support area need through literacy/numeracy interventions that will supplement existing programs. Student progress in all grades will be monitored through the use of multiple assessments, which include common formative, benchmark, and CMT/CAPT demarcations.**

Finally, Manchester will supplement these reading intervention efforts through the auspices of the LEA and two grant programs; Early Reading Success and the 21st Century Community Learning Centers program, both based at Washington Elementary School. Early Reading Success provides intensive early intervention services intended to improve the literacy skills of students in grades K-3 at Washington, which is a Title I school. This is a school in need of improvement for two years, and the second highest in percentage of low income students within the district. The 21st Century program combines after school literacy and numeracy enrichment programming with tutoring, homework help, mentoring and other activities such as sports and music/arts development. Both grant programs have a strong parent involvement component.

Science and Technology Intervention

With emphasis on technology and literacy, there is a need in our district to improve literacy using technology. Much of the literature on transforming student skills in research and writing points to using technology to improve reading/writing literacy development. The role of school is to provide students with the tools to achieve these skills. Our district is setting aside funds from the ARRA to help students to achieve these skills using a source that they are comfortable with in every day life. An instructional technology specialist will assist principals, teachers and students to better integrate technology with the current curriculum, creating observable and measureable performance based activities in the classroom.

Furthermore, our need to support the area of science education is measured by the lack of student achievement on the CMT. Set aside monies have been focused on adding another science trainer position to supplement the existing trainer position supported by the regular Title I funding. Together these district trainers will focus on supporting teachers to instruct science education as they embed the new science state standards, grade level expectations (GLE). All grade levels will be addressed in this model within science education focusing on student achievement for disadvantaged students.

Parent and Community Activities

Manchester will further reinforce all students' literacy and numeracy achievement, helping to provide contextual experiences that strengthen literacy by encouraging parental participation in the schools through the following methods:

- ☐ Workshops for parents, coordinated by the Literacy Facilitation Coordinator, Literacy Trainer, Literacy Facilitators, Reading Consultant, Literacy Teachers and Math Trainers, that will provide parents with specific learning strategies to be used at home with their children
- ☐ Development and implementation of literacy/numeracy kits by teachers in grade K-1, providing a school-home connection for family assignments
- ☐ A literacy partnership with the Manchester Public Library will continue to provide student and family programs during the school year and summer
- ☐ A standards based report card through which parents are better informed about their child's skill development

GOALS

***School year = SY**

Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading and math.

- *Obj.1.1:* The percentage of Title I schools that make adequate yearly progress in reading will increase with the support from the literacy trainers.
- *Obj.1.2:* The percentage of students reaching proficiency will be enhanced by the associate director of teaching and learning and reading tutors.
- *Obj.1.3:* The percentage of students reaching proficiency will be enhanced by the data specialist to focus on data driven decision making.
- *Obj.1.4:* The percentage of students reaching proficiency in math will be enhanced with support from the math trainers.
- *Obj.1.5:* The percentage of students getting help at the PK level from Title I schools will be enhanced by partial support.
- *Obj.1.5:* The percentage of students, who increase proficiency or better in reading, will be enhanced by the **SRBI, DSAC support services and program development specialists.**

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading.

- *Obj.2.1:* The percentage of limited PK English (ELL) proficient students, determined by Cohort, who have made progress in English, will increase by the end of the SY.
- *Obj.2.2:* The percentage of limited English (ELL) proficient students, determined by Cohort on the CMT, will decrease by the end of the SY.
- *Obj.2.3:* The percentage of limited English (ELL) proficient students, will be supported by working with teachers and students in all five Title I schools.
- *Obj.2.4:* The percentage of students, who increase proficiency in English and attain minimum proficiency, will be enhanced by the **SRBI, DSAC support services and program Development Specialists.**

Goal 3: All students will graduate from high school with the literacy and technology/science skills necessary to be successful in the 21st century.

- *Obj.3.1:* All schools will strive to increase the number of students who achieve academically, so that more students will graduate from high school with **technology and science skills.**
- *Obj.3.2:* All students will have an integrated experience in **literacy/technology/science.**
- *Obj.3.3:* The percentage of students, who increase proficiency in **technology and science** and attain minimum proficiency, will be enhanced by the **Program Development Specialist.**

Goal 4: All teachers will enhance their highly qualified status by engaging in professional development activities.

- *Obj.4.1:* All teachers will participate in professional development activities supporting literacy.
- *Obj.4.2:* All teachers will participate in professional development activities supporting science.
- *Obj.4.3:* All teachers will continue participation in professional development activities supporting instructional data driven decision making.
- *Obj.4.4:* The percentage of teachers will increase who are knowledgeable about literacy, English Language Learners, data usage, science, and technology, through the work of the **SRBI, DSAC support services and Program Development Specialists.**

Goal5: All parents will have an improved opportunity to receive information about their child's education within the Manchester Public School's.

- *Obj.5.1.:* All parents will receive school communications about a wide range of success and opportunities provided by the system.
- *Obj.5.2.:* All parents will have improved access to the school system.

TITLE I REGULAR**(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)**

CODES	DESCRIPTION	Public Budget	Neglected Budget	Private Budget
100	Personal Services/ Salaries	\$1,072,283	\$20,918	0
200	Personal Services/ Employee Benefits	\$94,785	\$2,327	0
300	Purchased Professional & Technical Services	\$131,494	\$10,500	\$3,337
400	Purchased Property Services	0	0	0
500	Other Purchased Services	\$8,000	\$500	\$400
600	Supplies	\$134,875	\$23,612	\$9,822
700	Property	\$86,120	\$1,200	0
890	Other Objects	0	\$1,000	0
940	Indirect Costs	0	0	0
	TOTALS	\$1,527,557	\$60,057	\$13,559

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

TITLE I REGULAR

(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)

Town Code 077

District Manchester

Date June 14,2009

CODE	OBJECT	AMOUNT	
		Public	Neglected
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.). Specify under each category.	\$1,072,283	\$20,918
	<u>PUBLIC</u> <u>Administrators \$17,965</u> <u>District Reservation</u> <u>ESEA Trainer/Support</u> (.5 FTE): 50% x \$35,929 = \$17,965 <u>Teachers \$284,654</u> <u>District Reservation, PD</u> <u>Literacy Trainer</u> (2 Grants = Title I + Early Reading Success) (.27 FTE): 27% x \$77,010 = \$20,793 <u>Math Trainers</u> (2.0 FTE): \$82,436 (100%) + \$66,800 (100%) = \$149,236 <u>Science Trainer</u> (30% Title I, 30% Title II, 40% BOE) (.3 FTE): 30% x \$89,774 = \$26,933 <u>Lit Facilitation Coordinator</u> (Stipend): \$3,850 <u>District Reservation, PD</u> Data Specialist 1.0 (.5 FTE): 50% x \$43,567 @ 5.92% = \$1,260 New Program Development Specialist (.385 FTE): \$10,382 New SRBI, DSAC Support service (1.0FTE): \$72,200 (include. All Ben and FICA) <u>Schools \$625,764</u> <u>Literacy Facilitators (4)</u> (\$77,010 ÷ 2 = \$38,505) (.5 FTE): (\$38,505 x 3) + \$30,422 = \$145,937 Nathan Hale, Verplanck, Waddell, Robertson <u>Literacy Teacher</u> (2.0 FTE): \$77,010 + \$29,783 = \$106,793 Nathan Hale, Washington <u>Reading Consultant</u> (.9 FTE): 90% x \$77,010 = \$69,309 <u>Student/Parent Advocate</u> \$15.00/Hr x 915 Hours/Year = \$13,725 <u>Tutors (18) \$265,000</u> <u>Head Start</u> (Partial Teacher Salary): \$25,000 <u>Other \$89,141</u> <u>District Reservation</u> <u>Summer School</u> Math Summer School Coordinator Stipend: \$7,000 PRIMES Summer School Teachers: \$25,000 Math Summer School Teachers: \$40,000 <u>Secretary</u> (.4 FTE): 40% x \$42,852 = \$17,141 <u>Other \$54,759</u> Associate Director Teaching/Learning (.7 FTE by BOE) (.3 FTE): 30% x \$115,783 = \$34,735 Data Specialist 1.0 (.5 FTE): 50% x \$43,567 @ 94.08% = \$20,024 <u>Neglected: \$20,918</u> TLC: Tutor Salaries: \$3,190 Bridges:Salaries:\$4,428 New Hope: \$19.00/Hr x 700 = \$13,300		

CODE	OBJECT		AMOUNT	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.		\$94,785	\$2,327
	PUBLIC Administrators \$9,557 <u>District Reservation</u> ESEA Trainer/Support FICA: (.5 FTE): 7.65% x \$17,965 = \$1,375 x .5 = \$687 Health: (.5FTE): 50% x \$17,739 = \$8,870 Teachers Other \$18,163 <u>Literacy Trainer</u> FICA: (.27 FTE): 1.45% x \$20,783 = \$302 Health: No <u>Math Trainers</u> FICA: (2.0 FTE): 1.45 x \$149,238 = \$2,164 Health: No <u>Science Trainer</u> FICA: (.3 FTE): 1.45% x \$26,933 = \$391 Health: \$4,572 <u>Literacy Facilitation Coordinator (Stipend)</u> FICA: 1.45% x \$3,850 = \$56 <u>Associate Director Teaching/Learning</u> FICA: (.3 FTE): 1.45% x \$34,735 = \$504 Health:: \$5,673 + BOE funds <u>Data Specialists (2)</u> FICA: (.5 FTE): 7.65% x \$21,284 = \$1,628 Health: \$2,873 Schools \$64,738 <u>Reading Consultants</u> FICA: (90% FTE): 1.45% x \$69,309 = \$1,005 Health:: \$16,656 <u>5th Grade Student High Need Specialist</u> (1.0 FTE) FICA + Health: Done <u>Literacy Facilitators (4)</u> FICA: (.5 FTE): 1.45% x \$145,937 = \$2,116 Health: \$26,208 <u>Literacy Teachers (2)</u> FICA: 2.0 FTE: 1.45% x \$106,793 = \$1,549 Health: \$17,204 Other \$2,327 <u>District Reservation</u> <u>Summer School:</u> <u>Math Summer School Teachers</u> FICA: 1.45 x \$45,000 = \$653 <u>PRIMES Summer School Teachers</u> FICA: 1.45 x \$25,000 = \$363 <u>Secretary</u> FICA: (.4 FTE): 7.65 x \$17,141 = \$1,311 <hr/> Neglected \$2,327 Bridges: \$665 New Hope: Tutor FICA: Approx. 8% of \$13,000 = \$1,662			
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.		\$131,494	\$10,500
	Public District Reservation, Parent Involvement \$29,700 Parent Activities, Materials = \$24,700 ELL Parent Materials = \$5,000 District Reservation \$69,081 workshops = \$39,081, \$30,000 Kelly sub services Schools \$32,713 Subs Reg. Fees, Consultant Fees = Nathan Hale \$1,000 / Robertson \$10,000 / Verplanck \$5,000 / Waddell \$10,713 / Washington \$6,000 <hr/> Neglected: \$10,500 TLC: Professional Development of Leadership Skills for Staff: \$500 Bridges: \$1,000 Allison Gill: \$500 Tutor for Student Support at Home New Hope: \$8,500 ; Staff Development-\$2,000, Field Trips-\$5,500, Cultural Events-\$1,000			

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)
TITLE I REGULAR
(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)

			Public	Neglected
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.		\$0	\$0
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).		\$8,000	\$500
	Public: \$8,000 Field Trips: Washington \$3,000 / Verplanck \$5,000 <hr/> Neglected: \$500 TLC: \$500 Enrichment for Students			
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Instructional supplies, administrative supplies, text books, library books, other supplies.		\$134,875	\$23,612
	Public: <u>District Reservation, Other: \$6,984</u> \$4,484 District supplies \$2,500 Math Summer Program Supplies Schools: \$127,891 Nathan Hale \$8,968 / Robertson \$24,633 / Verplanck \$61,101 / Waddell \$23,150 / Washington \$10,039 <hr/> Neglected: \$23,612 Bridges: \$1087 Allison Gill: \$2,293 New Hope: \$20,232; classroom supplies \$4,500; gas for field trips (2) vans \$4,000; Food for Home EC instruction \$2,000; Enrichment activity supplies- \$9,732			
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.		\$86,120	\$1,200
	Public: \$86,120 Schools: Computer Equipment: Nathan Hale \$3,384 / Robertson \$5,000 / Verplanck \$30,000 / Waddell \$44,736 / Washington \$3,000 <hr/> Neglected: \$1,200 Bridges: \$1200			
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.		\$0	\$1,000
	Neglected: \$1,000 New Hope: \$1,000 Dues and Fees			
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.		\$0	\$0
	TOTAL		\$1,527,557	\$60,057

SECTION 2A: GRANT BUDGET NARRATIVE – PRIVATE (Page 1)**TITLE I REGULAR****(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)**

CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees. Private schools may not hire any personnel using federal funds; district personal services for private schools must be provided by public school staff. (Stipends are permitted. Substitute costs are not approvable expenses.)	\$0
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$0
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$3,337
	St. James: \$925 College Tuition and in-service for teachers Assumption: \$1,000 for professional development St. Bridgets: \$1,412 professional development consultants and workshops	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$400
	St. Bridgets: \$ 400 for field trip transportation and printing materials	

SECTION 2A: GRANT BUDGET NARRATIVE – PRIVATE (Page 2)

TITLE I REGULAR

(Fund: 12060 - SPID: 20679 - Year: 2010 - Program: 82070 - Chartfield 1: 170002)

600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$9,822
	St. James: Instructional Supplies \$8,322 Assumption: Reading and resources materials \$500 St. Bridgets: Instructional Supplies \$1,000	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$0
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$0
	TOTAL	\$13,559

SECTION 2B: ED114 WORKSHEET FISCAL YEAR 2009-10***TITLE I ARRA******(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)***

CODES	DESCRIPTION	Public Budget	Neglected Budget	Private Budget
100	Personal Services/ Salaries	\$1,154,635	0	Not Applicable
200	Personal Services/ Employee Benefits	\$4,000	0	
300	Purchased Professional & Technical Services	0	\$8,700	
400	Purchased Property Services	0	0	
500	Other Purchased Services	\$40,000	\$17,559	
600	Supplies	0	\$13,758	
700	Property	0	\$6,518	
890	Other Objects	0	\$176	
940	Indirect Costs	0	0	
	TOTALS	\$1,198,635	\$46,711	

SECTION 2B: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

TITLE I ARRA

(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)

Town Code 077

District Manchester

Date June 14,2009

CODE	OBJECT	AMOUNT	
		Public	Neglected
100	<p>PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.). Specify under each category.</p> <p>PUBLIC</p> <p>Teachers</p> <p>Other \$553,070</p> <p>New Literacy Trainer (.5 FTE): \$34,343 x 2 Years = \$68,686 Plus Benefits</p> <p>New ELL Trainer (1.0 FTE): \$68,686 x 2 Yrs = \$137,372 Plus Benefits</p> <p>New Science Trainer (1.0 FTE): \$68,686 x 2 Yrs = \$137,372 Plus Benefits</p> <p>New District Tech Specialist (.5 FTE)+ (.5 FTE in title II): \$ 117,542 + \$36,112 benefits x 2 Yrs = \$209,640</p> <p>Other \$105,135</p> <p>New Program Development Specialist (.615 FTE): \$29,618 x 2 Yrs - \$29,618 + \$4,000 = \$33,618 x 2 yrs: \$67,236 (\$4,000 from BOE)</p> <p>New SRBI, DSAC Support Specialist 1 yr \$37,899 w/FICA = reg. title monies</p> <p>Other \$354,744</p> <p>District Reservation</p> <p>New PK ELL Teachers (2.0 FTE): \$68,686 x 2 = \$137,372 x2 yrs. \$274,744</p> <p>New PK ELL Para (2.0 FTE): \$20,000 x 2 = \$40,000 x 2 yrs. \$80,000</p> <p>Schools \$141,686</p> <p>5th Grade Student High Needs Specialist (1.0 FTE): Nathan Hale: \$68,686</p> <p>Para (Nathan Hale) (1.5 FTE): Brand, ½ Sullivan: \$35,000</p> <p>Police Officer: Nathan Hale: \$38,000</p> <p>Neglected: \$0</p>	\$1,154,635	\$0
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</p> <p>PUBLIC</p> <p>Teachers</p> <p>OTHER</p> <p>New Literacy Trainer FICA + Health: Done</p> <p>New Science Trainer FICA + Health: Done</p> <p>New K-12 District Tech Specialist_FICA + Health: Done</p> <p>OTHER</p> <p>New ELL Trainer FICA + Health: Done</p> <p>New Program Development Specialist_FICA + Health: (\$4,000 from BOE + \$4,000 ARRA Done)</p> <p>OTHER</p> <p>District Reservation</p> <p>New PK ELL Para FICA + Health: Done</p> <p>New PK ELL Teachers FICA + Health: Done</p> <p>Schools</p> <p>Para (Nathan Hale) (1.5 FTE): FICA + Health: Done</p> <p>5th Grade Student High Need Specialist (1.0 FTE): FICA + Health: Done</p> <p>Police Officer: Nathan Hale (.10FTE) FICA + Health: Done in Salary</p> <p>Neglected: \$0</p>	\$4,000	\$0
	<p>PUBLIC</p> <p>Teachers</p> <p>OTHER</p> <p>New Literacy Trainer FICA + Health: Done</p> <p>New Science Trainer FICA + Health: Done</p> <p>New K-12 District Tech Specialist_FICA + Health: Done</p> <p>OTHER</p> <p>New ELL Trainer FICA + Health: Done</p> <p>New Program Development Specialist_FICA + Health: (\$4,000 from BOE + \$4,000 ARRA Done)</p> <p>OTHER</p> <p>District Reservation</p> <p>New PK ELL Para FICA + Health: Done</p> <p>New PK ELL Teachers FICA + Health: Done</p> <p>Schools</p> <p>Para (Nathan Hale) (1.5 FTE): FICA + Health: Done</p> <p>5th Grade Student High Need Specialist (1.0 FTE): FICA + Health: Done</p> <p>Police Officer: Nathan Hale (.10FTE) FICA + Health: Done in Salary</p> <p>Neglected: \$0</p>	\$0	\$0

SECTION 2B: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

TITLE I ARRA

(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)

			Public	Neglected
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.		\$0	\$8,700
	Public: \$0			
	Neglected: \$8,700 TLC: Professional Development: \$700 New Hope: \$8,000, \$3,000 cultural events, \$3,000 in-service, \$2,000 field trips			
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.		\$0	\$0
	Public: \$0			
	Neglected: \$0			
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).		\$40,000	\$17,559
	Public: \$40,000 PK ELL Bus = \$20,000 x 2 yrs. = \$40,000			
	Neglected: \$17,559 TLC: Enrichment activities for students: \$2,559 New Hope: \$15,000, \$5,000 software and \$10,000 computers			
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Instructional supplies, administrative supplies, text books, library books, other supplies.		\$0	\$13,758
	Public: \$0			
	Neglected: \$13,758 Allison Gill: \$2,173 books, instructional materials New Hope: \$11,585 instructional supplies / classroom needs			
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.		\$0	\$6,518
	Public: \$0			
	Neglected: \$6,518 Bridges: \$6,518 for student desks for learning center to provide organized learning space			

SECTION 2B: GRANT BUDGET NARRATIVE – PUBLIC (Page 3)

TITLE I ARRA

(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)

			Public	Neglected
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.		\$0	\$176
	Neglected: \$176 New Hope: \$176 museum fees			
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.		\$0	\$0
	TOTAL		\$1,198,635	\$46,711

SECTION 2B: GRANT BUDGET NARRATIVE – PRIVATE (Page 1)

TITLE I ARRA

(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)

Not applicable – monies in regular title

CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees. Private schools may not hire any personnel using federal funds; district personal services for private schools must be provided by public school staff. (Stipends are permitted. Substitute costs are not approvable expenses.)	\$
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$

SECTION 2B: GRANT BUDGET NARRATIVE – PRIVATE (Page 2)

TITLE I ARRA

(Fund: 12060 - SPID: 29010 - Year: 2009 - Program: 82070 - Chartfield 1: 170002)

Not applicable – monies in regular title

600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$
	TOTAL	

SECTION 2C.1 and 2C.2: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS

The following instructions are for the completion of the “Title I Ranking Schools and Allocating Funds” form. Please note the following:

- A “grandfather” provision protects schools that lose eligibility from the previous year. A local educational agency (LEA) may designate and serve a school attendance area or school that is not otherwise eligible for Title I, if that school was eligible and served in the preceding fiscal year. The school may participate for only one additional fiscal year. If the school is ineligible for a second consecutive year, then the school may no longer participate.
- Federal guidance pertaining to Provision 2 and 3 schools under the National School Lunch Program has implications regarding Title I school eligibility and the allocation of Title I funds. Provision 2 and 3 options allow schools that offer students lunches at no charge, regardless of individual students’ economic status, to certify students as eligible for free and reduced price lunches once every four years and longer under certain conditions. The guidance states that school officials may deem all students in Provision 2 and 3 schools as “economically disadvantaged.” In addition, “when determining Title I eligibility and allocations for a Provision 2 or 3 school, LEA officials may assume that the school has the same percentage of students eligible for free and reduced price lunches as it had in the most recent year for which the school collected that information.”
- An LEA may count private school children from low-income families every year or every two years.
- Children from kindergarten through Grade 12 may only be included in the poverty count of each school. Prekindergarten children are excluded from the poverty count.
- Federal non-regulatory guidance on the identification and selection of school attendance areas and schools, and allocation of Title I funds, can be found at: <http://www.ed.gov/programs/titleiparta/wdag.doc>

Form 2C.1: Title I Ranking Schools And Allocating Funds (Serving Schools Below 35 Percent Poverty - 125 Percent Rule Applies)

- a) All districts must complete the top three boxes on the form. Reservations in the center box should be completed as follows:
- If a district has an entitlement for neglected students, it must be shown as a reservation in the center box. Districts may have some discretion as to whether to exclude their neglected entitlement and neglected student count from the calculation of the minimum allocation per poverty child in the left-hand box (consult your CSDE grant contact).
 - Districts **may** reserve Title I funds for professional development activities to ensure that teachers are highly qualified. Districts may choose to reserve funds for other authorized activities such as preschool programs, school improvement activities, summer school programs and intersession programs. Such reservations should be specified under “other.” Since such reservations will reduce the funds available for distribution to schools, prior consultation must take place with all affected parties, including private school officials.
 - A district identified as “in need of improvement” (**not corrective action**) per No Child Left Behind (NCLB) must use 10 percent of the district’s Title I funds to meet the professional development needs of the instructional staff. To fulfill this requirement, a district may allocate professional development funds to Title I schools and/or may set aside Title I funds at the district level. Title I schools in school improvement status are required to use 10 percent of the school’s Title I allocation for professional development; this also counts toward the district 10 percent requirement. Funds set aside by the district to meet this 10 percent obligation may be used to support professional development in any school(s) in the district, based on the needs of the district. (Title I professional development funds set aside by the district to ensure that teachers are highly qualified DO NOT count toward the 10 percent professional development requirement for districts “in need of improvement.”)
 - Districts receiving an entitlement in excess of \$500,000 must reserve a minimum of 1 percent for parental involvement (not less than 95 percent of the funds reserved must be distributed to the district’s Title I schools – see “Section 2C.5: Title I Parental Involvement Reservation”). Other districts may choose the amount they reserve for parental involvement and are not required to distribute a percentage to their schools.

- Grants for Capital Expenses are no longer available, but “capital expenses” incurred in the provision of private school services may still be reserved. These costs would include all non-instructional expenses such as the use of computer technicians. Capital expenses must be reserved prior to making public and private school allocations.
 - If a district has one or more Title I schools identified as “in need of improvement” per NCLB, an amount equal to 20 percent of the district’s Title I allocation must be used to fulfill the public school choice and/or supplemental educational services provisions of the law. The source(s) of these funds may be a set-aside from the district’s Title I allocation, a portion of an identified school’s Title I allocation, and/or other funding sources including funds “transferred for use under Title V and local transportation budgets.
- b) All districts must complete column 1 by listing **all** public schools, including magnet schools, and their grade spans; indicate with a check if a school will be operating a Title I schoolwide program.
- c) Attendance area ranking (columns 2-8):
- The ranking procedure identifies schools that are at or above the district or grade span average poverty and are, therefore, eligible to receive Title I services. Note the option of ranking the attendance areas by district or by grade span. However, all schools with rates of 75 percent or higher low-income **must** be served.
 - Districts exempt from ranking (those with a total enrollment of less than 1,000 children or with only one school per grade span) need not complete the school attendance area ranking columns 2, 3, 4 or 8. (They will need to complete columns 5, 6 and 7 to meet minimum allocation requirements.)
 - All other districts must complete the school attendance area ranking columns 2, 3, 4, 5, 6, 7 and 8. The percent low-income in column 8, is derived by dividing column 7 (total low-income children) by column 4 (total children in attendance area) and multiplying by 100, for each school attendance area. To find the average district or grade span percent low-income in column 8, the same procedure is followed using the bottom total line figures in columns 7 and 4. Those schools that are at or above the district or grade span average are eligible for Title I.
- d) Attendance area allocations (columns 9-12) – **see Special Note***:
- All districts must complete the minimum attendance area allocation (column 9) by multiplying the number of children from low-income families in column 7 by the minimum allocation per poverty child in the top left-hand box. (The only exception is a district comprised of a single school.)
 - Any district that is also serving private school students must calculate public and private allocations (columns 11 and 12). Public and private school allocations are derived by multiplying the number of public and private school children from low-income families (columns 5 and 6 respectively) by the minimum allocation per poverty child in the top left-hand box. Column 11 plus column 12 must equal the minimum attendance area allocation in column 9.
 - If funds are left over after this minimum allocation, districts will also need to complete column 10, actual attendance area allocation. Column 10 can be completed by assigning excess funds to all schools on an equitable basis. However, there is some flexibility in allocating extra dollars, as long as a school with a lower percentage of poverty is not allocated more per poverty child than a school with a higher percentage of poverty.
 - If column 10 (actual attendance area allocation) is completed, the district must use the actual allocation per poverty child to calculate both public and private school allocations in columns 11 and 12. This is determined by first dividing column 10 by column 7 to come up with the actual allocation per poverty child, then multiplying this by the number of public and private school children from low-income families (columns 5 and 6 respectively). Column 11 plus column 12 then must equal column 10.
- e) This chart does not accommodate the option of using carryover or local funds to meet the minimum allocation per poverty child. Districts are advised that if they plan to use such funds at the school level they should mark them with an asterisk and provide an explanation at the bottom of the chart.

(***Special Note:** In reserving Title I funds for choice-related transportation and supplemental educational services, districts are not permitted to reduce Title I allocations to schools identified for corrective action or restructuring by more than 15 percent. Districts may satisfy this requirement through one of two methods.

First, a district may simply set a floor of 85 percent of its prior-year allocation for any school identified for corrective action or restructuring. Under this approach, a district reserving Title I funds for choice-related transportation and supplemental educational services would not be permitted to reduce its allocation to an affected school below this 85 percent floor.

Under the second method, in making allocations to schools for a given year, a district would calculate two allocations. For the first allocation, the district would determine a “pre-reservation” allocation to schools before setting aside funds for choice-related transportation and supplemental educational services (but after any other reservations, such as those made for administrative costs and districtwide activities like professional development and parental involvement). Then, for schools identified for corrective action or restructuring, the district would calculate what 85 percent of those schools’ “pre-reservation” allocation would be. The district would determine a second allocation for all schools after reserving funds for choice-related transportation and supplemental educational services. For schools in corrective action and restructuring, the district would then compare this allocation with 85 percent of their “pre-reservation” allocation and allocate the higher of the two to those schools.

Districts should consult with their CSDE grant contact for assistance in meeting this requirement.

Form 2C.2: Ranking Schools and Allocating Funds (Serving Only Schools with 35 Percent Poverty or Greater)

School districts are required to complete either 2C.1 or 2C.2, never both. To use 2C.2 all schools served must be at or over the 35 percent poverty level. 2C.2 is completed in much the same way as 2C.1, with the exception that these districts are not held to a minimum attendance area allocation. The left-hand box allows the district to determine the amount allocated per poverty child. In addition, poverty bands may be established whereby higher poverty schools receive higher per poverty child allocations than lower poverty schools.

2009-10

2C.2 ESEA, TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS (SERVING ONLY SCHOOLS WITH 35% OR GREATER POVERTY)

Total Amount to be Distributed to Schools:	\$1,246,450	School District Entitlement	\$2,846,539	Poverty Criteria Used (Check one)
Per-poverty child	<div>\$1,175.90</div>	Reservations:		
		Neglected	\$106,768	
		<i>Professional Development (5%)*</i>		
		<i>Professional Development (10%)**</i>	\$284,653	October 2008 TANF Alone
		Pmtl In. <div>At least</div>	\$30,000	October 2008 F/R Lunch Alone
		Homeless		Average of TANF and F/R Lunch
		Administration	\$27,522	
		Capital Expenses Not Otherwise Funded		
		NCLB choice transportation		
		NCLB supplemental ed services		
Other:		\$1,151,146		
Balance to be Distributed to Schools			\$1,246,450	

to distribute left \$ in this band change PPC to			\$1,175.90		Left				\$0		
			ATTENDANCE AREA RANKING					ATTENDANCE AREA ALLOCATIONS			
Name and Grade Span of Each Public School	Fund School? (Y/N)	October 2008 K-12 Children Residing in Attendance Area				Children from Low-Income Families		Percent Low-Income 8	Actual Attendance Area Allocation*** 9	Allocation Generated by Public Low-Income Children 10	Allocation Generated by Private Low-Income Children 11
		Public 2	Private 3	Total 4	Public 5	Private 6	Total 7				
Nathan Halle (K-5)	X	Y	314	1	315	226	1	227	\$266,928	\$265,752	\$1,176
Washington (K-5)	X	Y	324	4	328	216	4	220	\$258,697	\$253,994	\$4,704
Verplanck (K-5)	X	Y	380	0	380	245	0	245	\$288,095	\$288,095	\$0
Waddell (K-5)	X	Y	336	1	337	182	1	183	\$215,189	\$214,013	\$1,176
Robertson (K-5)	X	Y	391	3	394	182	3	185	\$217,541	\$214,013	\$3,528
Bennet (6)			468	0	468	211	0	211			
Illing (7-8)			871	0	871	388	0	388			
Bowers (K-5)			412	0	412	149	0	149			
TOTAL			6,768	13	6,781	2,844	13	2,857	\$1,246,450	\$1,235,867	\$10,583
GRAND TOTAL			6,768	13	6,781	2,844	13	2,857	\$1,246,450	\$1,235,867	\$10,583

U Indicates Title I schoolwide program (at least 40% poverty). See "Assurances and Program Information Section 5" for Title I schoolwide program criteria.

* Districts may use Title I funds for professional development activities to ensure that teachers are highly qualified (reservation is subject to private equitable services). See 34 CFR 200.103(a)(1) and (2) for more information. See 34 CFR 200.103(a)(3) for information on the program criteria.

* Districts may use Title I funds for professional development activities to ensure that teachers are highly qualified (reservation is subject to private equitable services).

* Districts identified as "in need of improvement" (not corrective action) must use 10% of the district's Title I funds to address the professional development needs of the instructional staff. This does not in professional development funds reserved for the highly-qualified teacher requirement. In the "Reservations" box, only include those funds "set aside" by the district to meet this requirement, NO I funds allocated schools that will be used to meet the requirement (reservation is not subject to equitable services).

*In reserving 1 title I funds for choice and SE-S, districts may not reduce allocations to schools identified for corrective action or restructuring by more than 15%. (See Section 2C.1 and 2C.2 instructions).

2C.2 ESEA, TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS (SERVING ONLY SCHOOLS WITH 35% OR GREATER POVERTY)														
			ATTENDANCE AREA RANKING						ATTENDANCE AREA ALLOCATIONS					
Name and Grade Span of Each Public School 1	Fund School? (Y/N)	√	October 2008 K-12 Children Residing in Attendance Area			Children from Low-Income Families			Percent Low-Income 8	Actual Attendance Area Allocation*** 9	Allocation Generated by Public Low-Income Children 10	Allocation Generated by Private Low-Income Children 11		
			Public 2	Private 3	Total 4	Public 5	Private 6	Total 7						
MHS (9-12)			2045	0	2045	724	0	724	35.40%					
Martin (K-5)			208	0	208	57	0	57	27.40%					
Highland Park (K-5)			246	2	248	61	2	63	25.40%					
Buckley (K-5)			285	1	286	63	1	64	22.38%					
Keeney (K-5)			395	1	396	86	1	87	21.97%					
MRA (9-12)			93	0	93	54	0	54	58.06%					

SECTION 2C.3: TITLE I PRIVATE EQUITABLE SERVICES – FEDERAL REQUIREMENTS

If a district reserves funds off the top of its Title I allocation for districtwide instructional programs, parental involvement and professional development (to ensure highly qualified teachers) then the following federal requirements apply. The LEA must provide from those funds, as applicable, equitable services to eligible private school children. **The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas as described below.**

- **Equitable services – districtwide instructional programs (does not apply to preschool programs)**

If a district reserves funds off the top of its Title I allocation for districtwide instructional programs for public elementary and secondary school students, the requirement to provide equitable services applies. The LEA must calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

An LEA reserves \$500,000 for a districtwide reading initiative. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children from low-income families attend private schools; thus 5 percent of the \$500,000 reservation, or \$25,000, is available for equitable services for private school participants. Thus, the LEA has \$475,000 for its public school districtwide reading initiative and \$25,000 for Title I services to private school participants. The Title I program funded with this \$25,000 must meet the needs of the private school participants but does not have to be identical to the districtwide reading initiative. The LEA must consult with appropriate private school officials to determine how these funds will be used to benefit private school participants.

The LEA may, after consultation with appropriate officials of the private schools, create a pool of funds from which the LEA provides equitable services to eligible private school children, in the aggregate, in greatest need of those services; or the LEA may provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.

- **Equitable services - parental involvement activities (under NCLB Section 1118)**

If an LEA reserves funds off the top of its Title I allocation to carry out required Title I parental involvement activities, Title I regulations require the LEA to calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

An LEA reserves 1 percent (\$60,000) of its Title I allocation of \$6,000,000 for parental involvement activities. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus 5 percent of the \$60,000 reservation, or \$3,000, is available for equitable services for parents of private school participants. The parental involvement program funded by Title I must meet the needs of the parents of private school participants. After consultation with the appropriate private school officials, the LEA may conduct these activities independently or in conjunction with the LEA's regular parent involvement activities.

- **Equitable services - professional development activities (under NCLB Section 1119)**

If an LEA reserves funds off the top of its Title I allocation for carrying out Title I professional development activities to ensure highly qualified teachers, the LEA must provide equitable services to teachers of private school participants from this set-aside. The LEA must calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

An LEA reserves 6 percent (\$360,000) of its Title I allocation of \$6,000,000 for professional development. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus 5 percent of the \$360,000 reservation (\$18,000) is available for equitable services for the teachers of private school participants. The professional development activities funded by Title I must meet the needs of the teachers of private school participants. After consultation with the appropriate private school officials, the LEA may conduct these activities independently or in conjunction with the LEA's professional development activities.

If reserving funds off the top of your Title I allocation for districtwide instructional programs, parental involvement (under NCLB Section 1118) or professional development (under NCLB Section 1119), complete the Title I Private Equitable Services worksheet that follows. The proportional amount of any reservation that is generated by children from low-income families that attend private schools should be reflected in the Title I private budget and the equitable services to be provided should be explained in the Title I private budget narrative

A tool kit published by the U.S. Department of Education is available to assist districts in ensuring that effective equitable services are provided to private school children, their teachers and their families. *Ensuring Equitable Services to Private School Children Title I Resource Tool Kit* may be found at:

<http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

**SECTION 2C.4: DISTRICT WORKSHEET TO DETERMINE THE AMOUNT OF
TITLE I FUNDS FOR EQUITABLE SERVICES FOR PRIVATE SCHOOL STUDENTS**

1. Districtwide Instructional Program(s) Reservation (does not apply to preschool programs)
In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

$$\frac{13}{1060} \div \frac{1060}{1060} = .01 \text{ Proportion of Reservation}$$

.01 Proportion of Reservation x \$177,372 Reservation = \$1774 for Equitable Services

2. Parental Involvement Reservation under Sec. 1118 (only applies to districts receiving Title I funds in excess of \$500,000)

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

$$\frac{13}{1060} = .01 \text{ Proportion of Reservation}$$

.01 Proportion of Reservation x \$30,000 Reservation = \$ 300 for Equitable Services

3. Professional Development Reservation under Sec. 1119 (only applies to highly qualified teacher reservation and **does not** apply to 10% LEA improvement reservation)

In **participating** public school attendance areas:

NOT APPLICABLE

of Private School Children
from low-income families

Total # of Children
from low-income families

$$\frac{\text{Proportion of Reservation}}{\text{Proportion of Reservation}} = \text{Proportion of Reservation}$$

_____ Proportion of Reservation x \$ _____ Reservation = \$ _____ for Equitable Services

Total Equitable Services: 1) \$ _____ + 2) \$ _____ + 3) \$ _____ = \$ _____

District **MANCHESTER**

SECTION 2C.5: TITLE I PARENTAL INVOLVEMENT RESERVATION
(To be completed by districts receiving more than \$500,000 in Title I, Part A funds)

Districts with a Title I, Part A allocation of greater than \$500,000 are required to reserve not less than 1 percent to carry out parental involvement activities. If applicable, a district must set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas (equitable services). The district must then distribute to its Title I schools at least 95 percent of the remainder, leaving the balance of the reserved funds for parental involvement activities at the district level.

a. District's total Title I, Part A allocation	<u>\$2,846,539</u>
b. Reservation for parental involvement activities (not less than 1% of "a")	<u>\$30,000</u>
c. Set-aside of reservation (" b ") for private equitable services (from Section 2C.4 District Worksheet - if applicable)	<u>\$300</u>
d. Remainder for district and school-level parental involvement activities (" b " minus " c ")	<u>\$29,700</u>
e. Allocation for Title I schools (95% of "d")*	<u>\$28,215</u>
f. Balance for district-level parental involvement activities (" d " minus " e ")	<u>\$1485</u>

*Districts that use all or a portion of the 95 percent for districtwide activities, such as parent resource centers, must document that the funds were allocated to the schools, and that each individual school agreed to give back its individual allocation to fund a districtwide parental involvement activity.

District MANCHESTER

SECTION 2C.6: TOTAL TITLE I PRIVATE SCHOOL ALLOCATION

The total Title I private school allocation is the sum of the Title I private school per pupil amount (from the 2.C.1 or 2.C.2 Title I Ranking Schools and Allocating Funds form) and any funds calculated for equitable services for private school students (from the 2.C.5 District Worksheet).

a.	Private school per pupil total amount calculated on 2.C.1 or 2.C.2	<u>\$10,583</u>
b.	Funds calculated for equitable services for private school students on 2.C.4	<u>\$1774</u>
c.	Total Title I private school allocation (“a” + “b”)*	<u>\$12,357</u>

***The Title I total private school allocation must be fully budgeted on the Title I private school budget (ED 114) and the use of the funds explained on the Title I private school budget narrative. Private school officials must be informed of Title I funds available for equitable services and consulted on their use.**

SECTION 2D: TITLE I PROGRAMS

Selection of Eligible Children and School Attendance Areas, and Services for Homeless Children and Youth

1. Describe how Title I students are selected for service in targeted assistance schools. Multiple, educationally related, objective criteria must be used.

All Title I funds are being used to support in school wide programs and ELL students from the Title I schools placed in a Head Start building in Manchester with the exception of a portion of the ARRA funding designated for support at two of the Title I schools on the AYP list.

2. Provide the rationale or calculation method used to arrive at the amount of Title I funds that were reserved for services to homeless children and youth. If Title I funds were not reserved, provide a justification for the lack of a set-aside amount for services to children and youth in homeless situations.

Manchester has not reserved Title I funds for homeless children and youth in our district due to a very low population of homeless students. Although Manchester has a homeless shelter, it is open to adult men and women only; homeless families with children are referred to shelters in the immediate neighboring towns of Vernon and East Hartford. Since the majority of Manchester children in homeless situations reside at these shelters and attend school in these districts, we have not set aside Title I funding specifically for this population.

3. Describe how Title I funds reserved for services to homeless children and youth will be used. (Title I, Part A funds may not be used to support the transportation of homeless students to and from their school of origin.)

Not applicable

4. List otherwise ineligible school attendance areas selected for Title I by using the school average daily enrollment provision (Section 1113 (b)(1)(B)). Additional columns may be added to the Title I "Ranking Schools and Allocating Funds" chart to accommodate this option.

Not applicable

5. List eligible attendance areas that will be bypassed. These schools must meet the requirements in Section 1113 (b)(1)(D)(i)(ii)(iii).

According to the eligibility calculations on the Title I "Ranking Schools and Allocating Funds" chart, three Manchester schools, Illing Middle School, Bennet Academy, and Manchester Regional Academy (MRA) are eligible for funding. However, these schools will be bypassed in 2009-010, because there is greater need within other schools in the Manchester District.

Illing Middle School has been bypassed because it serves 7th and 8th grade students. Manchester reserves all of its Title I funding for elementary school age students only. Bennet was bypassed because it draws all of the 6th grade students in the town and is in the first year of service, therefore AYP has not been calculated, MRA, an alternative high school for students with emotional and/or behavioral issues, was bypassed for the same reason. Additionally, MRA's student body is comprised of youth from several different area towns, who pay tuition in addition to Manchester youth, who do not pay.

SECTION 2E: TITLE I SCHOOLWIDE PROGRAM(S)

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2009-10 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before it may initiate a schoolwide program, the school must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the LEA determines that less time is needed after consulting technical assistance providers) with the input of parents and the LEA.

NATHAN HALE ELEMENTARY

☐ planning

☒ implementing

Name of School

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.	•	
Schoolwide Reform Strategies. The school uses schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; addresses how the school will determine if such needs have been met and are consistent with and are designed to implement state and local improvement plans, if any.	•	
Instruction by Highly Qualified Teachers. Instruction is provided by "highly qualified teachers."	•	
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state's student academic achievement standards.	•	
Strategies to Attract High-Quality, Highly Qualified Teachers. School has strategies to attract high-quality, highly qualified teachers.	•	
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the schoolwide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state's academic achievement standards.	•	
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.	•	
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	•	
Effective, Timely Additional Assistance. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely, additional assistance. This assistance includes measures to ensure that students' difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.	•	
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.	•	

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I schoolwide program identified above.

•	Title I, Part A
	Title II, Part A
	Title II, Part D
	Title III, Part A
	Title IV, Part A
	Title V, Part A
	Other (state, local or federal program not listed above) – Please identify.

SECTION 2E: TITLE I SCHOOLWIDE PROGRAM(S)

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2009-10 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before it may initiate a schoolwide program, the school must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the LEA determines that less time is needed after consulting technical assistance providers) with the input of parents and the LEA.

ROBERTSON ELEMENTARY
Name of School

☐ planning

☒ implementing

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.	•	
Schoolwide Reform Strategies. The school uses schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; addresses how the school will determine if such needs have been met and are consistent with and are designed to implement state and local improvement plans, if any.	•	
Instruction by Highly Qualified Teachers. Instruction is provided by "highly qualified teachers."	•	
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state's student academic achievement standards.	•	
Strategies to Attract High-Quality, Highly Qualified Teachers. School has strategies to attract high-quality, highly qualified teachers.	•	
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the schoolwide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state's academic achievement standards.	•	
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.	•	
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	•	
Effective, Timely Additional Assistance. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely, additional assistance. This assistance includes measures to ensure that students' difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.	•	
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.	•	

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I schoolwide program identified above.

•	Title I, Part A
	Title II, Part A
	Title II, Part D
	Title III, Part A
	Title IV, Part A
	Title V, Part A
	Other (state, local or federal program not listed above) – Please identify.

SECTION 2E: TITLE I SCHOOLWIDE PROGRAM(S)

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2009-10 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before it may initiate a schoolwide program, the school must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the LEA determines that less time is needed after consulting technical assistance providers) with the input of parents and the LEA.

VERPLANCK ELEMENTARY

☐ planning

☒ implementing

Name of School

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.	•	
Schoolwide Reform Strategies. The school uses schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; addresses how the school will determine if such needs have been met and are consistent with and are designed to implement state and local improvement plans, if any.	•	
Instruction by Highly Qualified Teachers. Instruction is provided by "highly qualified teachers."	•	
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state's student academic achievement standards.	•	
Strategies to Attract High-Quality, Highly Qualified Teachers. School has strategies to attract high-quality, highly qualified teachers.	•	
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the schoolwide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state's academic achievement standards.	•	
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.	•	
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	•	
Effective, Timely Additional Assistance. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely, additional assistance. This assistance includes measures to ensure that students' difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.	•	
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.	•	

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I schoolwide program identified above.

•	Title I, Part A
	Title II, Part A
	Title II, Part D
	Title III, Part A
	Title IV, Part A
	Title V, Part A
	Other (state, local or federal program not listed above) – Please identify.

SECTION 2E: TITLE I SCHOOLWIDE PROGRAM(S)

Complete the form below for each school that will be planning or implementing a school wide program in the 2009-10 school year. The eligibility threshold to conduct a school wide program is 40 percent poverty. Before it may initiate a school wide program, the school must first spend a year conducting a comprehensive needs assessment and developing a school wide program plan (unless the LEA determines that less time is needed after consulting technical assistance providers) with the input of parents and the LEA.

WADDELL ELEMENTARY

☐ planning

☒ implementing

Name of School

Components of A School wide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.	•	
School wide Reform Strategies. The school uses school wide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any program that is included in the school wide program; addresses how the school will determine if such needs have been met and are consistent with and are designed to implement state and local improvement plans, if any.	•	
Instruction by Highly Qualified Teachers. Instruction is provided by "highly qualified teachers."	•	
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state's student academic achievement standards.	•	
Strategies to Attract High-Quality, Highly Qualified Teachers. School has strategies to attract high-quality, highly qualified teachers.	•	
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the school wide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state's academic achievement standards.	•	
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.	•	
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	•	
Effective, Timely Additional Assistance. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely, additional assistance. This assistance includes measures to ensure that students' difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.	•	
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.	•	

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I school wide program identified above.

•	Title I, Part A
	Title II, Part A
	Title II, Part D
	Title III, Part A
	Title IV, Part A
	Title V, Part A
	Other (state, local or federal program not listed above) – Please identify.

SECTION 2E: TITLE I SCHOOLWIDE PROGRAM(S)

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2009-10 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before it may initiate a schoolwide program, the school must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the LEA determines that less time is needed after consulting technical assistance providers) with the input of parents and the LEA.

Washington Media arts Magnet Elementary
Name of School

☐ planning

☒ implementing

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.	•	
Schoolwide Reform Strategies. The school uses schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; addresses how the school will determine if such needs have been met and are consistent with and are designed to implement state and local improvement plans, if any.	•	
Instruction by Highly Qualified Teachers. Instruction is provided by "highly qualified teachers."	•	
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state's student academic achievement standards.	•	
Strategies to Attract High-Quality, Highly Qualified Teachers. School has strategies to attract high-quality, highly qualified teachers.	•	
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the schoolwide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state's academic achievement standards.	•	
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.	•	
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	•	
Effective, Timely Additional Assistance. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely, additional assistance. This assistance includes measures to ensure that students' difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.	•	
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.	•	

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I schoolwide program identified above.

•	Title I, Part A
	Title II, Part A
	Title II, Part D
	Title III, Part A
	Title IV, Part A
	Title V, Part A
	Other (state, local or federal program not listed above) – Please identify.

District MANCHESTER

SECTION 2F: TITLE I IDENTIFIED DISTRICTS AND SCHOOLS – ALLOCATION OF FUNDS FOR NCLB REQUIREMENTS

Title I Schools Identified for Improvement, Corrective Action or Restructuring

2F.1 *NCLB Public School Choice and Supplemental Educational Services (SES)*

Form **2F.1** must be completed by all districts with Title I schools identified for improvement, corrective action or restructuring. Per NCLB, unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for SES, a district with Title I schools identified as “in need of improvement” must spend an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, on public school choice-related transportation and/or SES unless a lesser amount is needed to meet demand. A minimum of 5 percent of the district’s allocation must be budgeted for public school choice, a minimum of 5 percent must be budgeted for SES, and the remaining 10 percent must be budgeted for public school and/or SES based on demand.

Directions for completing Form **2F.1**:

Line a: Enter the district’s total Title I allocation.

Line b: Calculate 20 percent of the district’s Title I allocation. This is the amount to be spent on choice-related transportation and SES, unless a lesser amount is needed to meet demand.

Line c: Enter the amount to be spent on choice-related transportation.

Line d: Enter the amount to be spent on SES.

Line e: Add **lines c** and **d**. This amount should be the same as **Line b**.

Part f (Description of Source of Funds): Funds for NCLB-mandated public school choice-related transportation and SES may come from sources other than Title I. In the left hand Column (**f-1**), indicate the source of funds used to meet the choice and SES requirements. In the right hand Column (**f-2**), indicate the amount to be attributed to each source. Calculate the total of **Column f-2** and enter where indicated. This total must equal the amount in line “e” above. For guidance on using the local transportation budget to meet all or part of the public school choice portion of the requirement, see the following policy letter from the U.S. Department of Education: <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

If Title I and/or funds “transferred” for use under Title V will be used to meet public school choice-related transportation and/or SES requirements of NCLB, this must be clearly detailed on the applicable budget narrative(s).

Title I Schools Identified for Improvement (not Corrective Action or Restructuring)

2F.2 *School-level Professional Development Allocation(s)*

Form **2F.2** must be completed by all districts with Title I schools identified for improvement (not corrective action or restructuring). Per the NCLB Act of 2001, not less than 10 percent of a school’s Title I funds must be allocated to professional development that directly addresses the academic achievement problem that caused the school to be identified as “in need of improvement.”

Directions for completing Form **2F.2**:

Column a: Enter all Title I schools in the district identified for improvement (not corrective action or restructuring).

Column b: Enter the total Title I school-level allocation for each school. These amounts must be the same as the amount indicated on the “Title I Ranking Schools and Allocating Funds” worksheet (Section 2C.1 or Section 2C.2).

Column c: Calculate 10 percent of **Column b**. This is the minimum amount of funds to be allocated for Title I school-level professional development at each identified school.

Calculate the total of **Column c** and enter where indicated.

Column d: Indicate on **Table 2** the line items where the required Title I school-level professional development allocations will be budgeted.

Calculate the total of **Table 2, Column d**, and enter where indicated. This total must equal the total of **Table 1, Column c**.

The required professional development allocations must also be detailed in the Title I budget narrative for each school in school improvement status.

Title I Districts Identified for Improvement (not Corrective Action)

2F.3 *District-level Professional Development Allocation*

Form **2F.3** must be completed by all Title I districts identified as “in need of improvement” (not corrective action). Per the NCLB Act of 2001, a district identified as “in need of improvement” (not corrective action) must spend no less than 10 percent of the district’s Title I funds on professional development for instructional staff. Professional development funds required for Title I schools identified as “in need of improvement” can count toward this requirement. NCLB-mandated professional development for districts identified as “in need of improvement” can be provided to any school in the district based on the needs of the district, not just Title I schools.

Directions for completing Form **2F.3**:

Line a: Enter the district’s total Title I allocation.

Line b: Calculate 10 percent of line “a.” This is the minimum amount of Title I funds to be allocated for professional development in the district.

Line c: Enter the amount of funds allocated for school-level Title I professional development to be counted toward the district requirement. This may include the professional development allocations identified on Form **2F.2**, as well as other planned professional development expenditures for instructional staff at Title I schools.

Line d: Enter the amount of Title I funds set aside for district-level professional development. This amount **cannot include** Title I professional development funds required to be set aside by the district to ensure that teachers are highly qualified.

Line e: Calculate the total of **Line c** and **Line d**. This amount must equal at least **Line b**.

Column f: Indicate the line items where the required district-level professional development allocations will be budgeted.

Calculate the total of **Column f** and enter where indicated. This total must equal the amount entered in **Line e**.

The required district-level 10 percent professional development allocation must also be detailed in the Title I budget narrative.

**Title I Schools Identified for Improvement,
Corrective Action, or Restructuring
2F.1 NCLB Public School Choice and SES**

District:	MANCHESTER (077)	(YR. 4 – SAFE HARBOR)
Identified Schools:	NATHANHALE ELEMENTARY	(YR.4 – SAFE HARBOR)
	WASHINGTON ELEMENTARY	(YR. 2)

If one or more Title I schools in a district are identified for improvement, corrective action or restructuring, an amount equal to 20 percent of that district's Title I funds must be spent on a combination of public school choice-related transportation and SES, unless a lesser amount is needed to meet demand. **A new Title I regulation allows a district to count the costs of providing targeted parent outreach and assistance toward meeting the obligation of spending an amount equal to 20 percent of the district's Title I allocation on choice-related transportation and SES. The amount that may be counted is capped at 1 percent of the 20 percent obligation.**

a. Total district Title I allocation:	\$2,846,539
b. Amount allocated for choice-related transportation and SES:	\$0 supported by district
c. Amount to be spent on choice-related transportation	\$0 supported by district
d. Amount to be spent on SES	\$0 not this year
e. Total c + d (must equal "b" above)	\$0 supported by district
f. Description of Source of Funds:	

Please note that the TOTAL must equal line "b" above.

Sources may include Title I school-level or district-level funds, Title V, local transportation budget or other sources.

Column f-1		Column f-2
Source(s)		Amount
Manchester Board of Education (local)		\$36,857
\$877.54 student/year X 42 students	Potential SES	\$6,859
Transportation	1 Bus	\$30,000
TOTAL		\$36,857 fund supported by district

If less than 20 percent of the district's Title I allocation is to be spent on the public school choice and SES requirements, please provide an explanation below:

Manchester currently has two elementary schools, Nathan Hale and Washington in status of not making Adequate Yearly Progress. One of these, Nathan Hale, is actually in the third year of that status, but attained Safe Harbor. The Manchester district, as a whole, attained "safe harbor" in 2008. As a result, the AYP status levels are frozen for the 2009 SY, and subsequently a set-aside for Supplemental Educational Services is not required at this time.

Both Nathan Hale and Washington have offered the school choice option to its student population, with a total of 42 students deciding to attend a different school. Because such a small number of students decided to exercise their school choice option, the actual transportation costs are minimal. Since SES is not applicable at this time, if all of the required 20% (\$311,806) were reserved for this purpose, we would not be able to fully expend these funds.

Manchester pays for the transportation for the two elementary schools. Because of the small number of choice students, the district has been able to successfully adjust bus routes and absorb the entire cost of school choice transportation into its existing budget without the need for additional funding. Therefore, although we have indicated a NCLB Choice Transportation reservation as required, we do not anticipate needing these funds. This has occurred for the second year in a row.

Title I Schools Identified for Improvement (not Corrective Action or Restructuring)

2F.2 School-level Professional Development Allocation(s)

District: MANCHESTER (077)

If a Title I school is identified for improvement (not corrective action or restructuring), 10 percent of that school's Title I funds must be allocated for professional development which **directly addresses the academic achievement problem that caused the school to be identified for improvement.**

Identify below, the amount of Title I funds allocated for professional development.

If necessary, copy this form and continue on another page.

Table 1. Professional Development Allocations for Schools in School Improvement Status

Column a	Column b	Column c
School(s) in School Improvement Status	Total school-level Title I allocation	School-level professional development funds (minimum 10% of Column b)
NATHAN HALE	\$265,752	\$26,575
WASHINGTON	\$253,994	\$ 25,399
TOTAL		\$51,974

Below, provide the amounts to be allocated to each applicable line item where the Title I required school-level professional development allocations will be budgeted. The Table 2 TOTAL must equal the TOTAL of Table 1, Column c on the previous page.

Table 2. Budget for Title I Required School-level Professional Development Allocation(s)

Codes	Column d	
	Description	Professional Development Budget
100	Personal Services/Salaries	\$51,534 intervention support teacher
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	
500	Other Purchased Services	
600	Supplies	\$440 to support professional development
700	Property	
890	Other Objects	
	TOTAL	\$51,974

Title I Districts Identified for Improvement (not Corrective Action)
2F.3 District-level Professional Development Allocation

District: MANCHESTER (077)

If a Title I district is identified for improvement (not corrective action), 10 percent of that district's Title I funds must be allocated to professional development.

a. Total District Title I Allocation \$2,846,539

b. Professional development funds (10 percent of above) \$284,654

c. School-level Title I professional development \$51,974

Note: This includes professional development identified on Form 2F.2 and other planned professional development expenditures at Title I schools for instructional staff.

d. District-level Title I professional development \$779,534

Note: Professional development funds required to be set aside by the district to ensure that teachers are highly qualified **cannot be included** as part of the required 10 percent.

e. Total "c" + "d" above \$831,508

Note: This must equal or exceed "b" above.

Below, provide the amounts to be allocated to each applicable line item where the Title I district-level professional development activities will be budgeted.

The TOTAL must equal the TOTAL of line "e" above.

Codes	Description	Column f
		Professional Development Budget
100	Personal Services/Salaries	\$831,068
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	
500	Other Purchased Services	
600	Supplies	\$440
700	Property	
890	Other Objects	
	TOTAL	\$831,508

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - how the children's needs will be defined;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
- Send this page to each private school within the school district. Duplicate this page as necessary.
- After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	Assumption School
Name of School Administrator:	Marguerite Ouellette, Principal
School Address:	27 South Adams Street, Manchester, CT 06040
Telephone Number: (860) 649-0889	Fax Number: (860) 643-0559

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the
Title I, Part A program expenditures.

YES NO
x ☐ ☐

(a) This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

(b) I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: Assumption School

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - how the children's needs will be defined;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
- Send this page to each private school within the school district. Duplicate this page as necessary.
- After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	St. Bridget School
Name of School Administrator:	Mary Alice Nadaskay, Interim Principal
School Address:	74 Main Street Street, Manchester, CT 06040
Telephone Number: (860) 649-7731	Fax Number: (860) 646-6936

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the Title I, Part A program expenditures.

YES
x ☐ ☐ NO

a. This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

b. I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: St. Bridget School

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - how the children's needs will be defined;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
- Send this page to each private school within the school district. Duplicate this page as necessary.
- After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	St. James School
Name of School Administrator:	Patricia Kanute, Principal
School Address:	73 Park Street, Manchester, CT 06040
Telephone Number: (860) 643-5088	Fax Number: (860) 649-6462

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the
Title I, Part A program expenditures.

YES
x ☐ ☐ NO

a. This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

b. I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: St. James School

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - how the children's needs will be defined;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
- Send this page to each private school within the school district. Duplicate this page as necessary.
- After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	Allison Gill Lodge
Name of School Administrator:	Susan Hogan, Principal
School Address:	151 Hartford Rd., Manchester, CT 06040
Telephone Number: (860) 643-1076	Fax Number: (860) 647-1101

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the Title I, Part A program expenditures.

YES
x ☐ ☐ NO

a. This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

b. I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: Allison Gill Lodge

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM (N)

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
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 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
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INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	Summit School/New Hope Manor
Name of School Administrator:	Cheryl Fasano, CEO / President
School Address:	48 Hartford Road, Manchester, CT 06040
Telephone Number: (860) 643-2701	Fax Number: (860) 647-8383

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the Title I, Part A program expenditures.

YES
x ☐ ☐ NO

a. This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

b. I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: New Hope Manor / Summit School.

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - how the children's needs will be defined;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
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INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	The Bridges School
Name of School Administrator:	Patricia Donahue, Director
School Address:	9 Middle Turnpike West, Manchester, CT 06040
Telephone Number: (860) 643-7888	Fax Number: (860) 643-7953

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the
Title I, Part A program expenditures.

YES NO
x ☐ ☐

a. This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

b. I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: The Bridges School

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2G: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

- To ensure timely and meaningful consultation, a local educational agency (LEA), educational service agency, consortium of those agencies, or entity shall consult (*consultation shall include meetings of LEA and private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I*) with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
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 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
- Send this page to each private school within the school district. Duplicate this page as necessary.
- After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

- Prepare original and one copy.
- Submit original to the public school or other entity.
- Retain one copy for your files.

Name of Private School:	TLC Foundation, Inc.
Name of School Administrator:	c/o Evan Chekas
School Address:	12 North Street, Manchester, CT 06042
Telephone Number: (860) 646-1650	Fax Number: (860) 646-1650

CERTIFYING STATEMENTS: (must answer all items)

I have been CONSULTED by the local school district with respect to the
Title I, Part A program expenditures.

YES NO
x ☐ ☐

a. This school is a PRIVATE NONPROFIT ORGANIZATION.

x ☐ ☐

b. I wish to have my school PARTICIPATE in the Title I, Part A program.

x ☐ ☐

PRELIMINARY TITLE I, PART A ALLOCATION GENERATED FOR SERVICES FOR THIS SCHOOL: TLC Foundation, Inc.

Signature of Authorized School Official

Title

Date

**Note concerning private schools: LEAs must provide equitable services to private school LEP students if requested by the private schools. Dollar amount has not been calculated by the CSDE, but is to be determined through consultation with appropriate private school officials.*

SECTION 2H: SIGN-OFF SHEET
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS
2009-10 DISTRICT CONSOLIDATED APPLICATION (PART I)

I attest that I have read the assurances and certifications and have provided information, as required, for the following:

CSDE STATEMENT OF ASSURANCES AND CERTIFICATIONS

- Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

ESEA

- General and Program Assurances
- Title I, Part A –
 - *Improving Basic Programs Operated by Local Educational Agencies*
 - *ARRA Funds for Grants to Local Educational Agencies*
- General Provisions – (*Part E, Section 9524*) *School Prayer*

Manchester (077) (district) hereby agrees to all of the assurances and certifications.

Signature: _____
Superintendent or Executive Director

Name (typed): **Kathleen M. Ouellette, Ed.D**

Date: **June 14,2009**

SECTION 2I: ARRA ASSURANCE SIGN-OFF SHEET
(Must be completed by districts receiving Title I ARRA Funds)

The applicant will adhere to all requirements for the use of funds received through the American Recovery and Reinvestment Act of 2009, including, but not limited to, the data collection and reporting requirements on the use and impact of the ARRA funds.

District: **Manchester (077)**

Signature: _____
Superintendent or Executive Director

Name (typed): **Kathleen M. Ouellette, Ed.D**

Date: **June 14, 2009**

NOT APPLICABLE

SECTION 2J: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE 2009-10 DISTRICT CONSOLIDATED APPLICATION

Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below. This is in lieu of completing the required packet again.

I, the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

District: _____

Signature: _____
Superintendent or Executive Director

Name (typed): _____

Date: _____

SECTION 2K: TITLE I DISTRICT COORDINATOR INFORMATION
2009-10 School Year

Please provide the following information:

Name of District:	MANCHESTER PUBLIC SCHOOLS (077)
Name of Title I Coordinator:	ANN M. RICHARDSON, Ph.D
Address:	45 NORTH MAIN STREET, MANCHESTER, CT 06042
Phone:	(860) 647-3446
Fax:	(860) 647- 5058
E-mail:	arichard@ci.manchester.ct.us

SECTION 3: MANAGEMENT AND CONTROL OF THE PROGRAM AND GRANT CONSULTATION ROLE OF THE STATE

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

SECTION 4: FREEDOM OF INFORMATION ACT

All of the information submitted with this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 et seq. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.